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ABSTRACT

A two-stage model for early identification and selection of gifted children in kindergarden through grade 3 was successfully developed for the Walker Full-time Gifted Program in the Flint, Michigan Community Schools. Using the Nominative Group Process of interactive decision-making, project participants, school administrators, school psychologists, teachers, parents, and other community members formulated a ranked list of six criteria for operationally defining giftedness. These were, in order of importance: (1) creativity; (2) intellectual potential; (3) learning ability; (4) motivation; (5) leadership and social/self awareness; and (6) academic achievement. In Stage 1, identification, children were to be placed in the identification pool if nominated by one or more of three assessments: parent nominations based on an eleven-item questionnaire, teacher nominations based on behavioral indicators of each criterion, and achievement data. In Stage 2, selection, community representatives generated a ranked list of eligible candidates on the basis of individual pupil information derived in Stage 1. To prevent biased judgments, cultural background, sex, and social class data were deleted from pupil information provided to the committee. School administrators were to make final admission decisions based on Program goals. Results of the pilot study with five Flint Community Schools were encouraging. Of 316 children identified as potentially eligible, 56 were actually selected by the committee. Results also supported the utility of parent involvement since 12 of the 56 children selected were nominated by parents. By maintaining a distinction between identification and selection, this model successfully addressed the problem of underrepresentation of disadvantaged children due to traditional identification procedures. The parent questionnaires (English and Spanish versions), the teacher's check list, and various instructions are appended. (CP)

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PR-78-8

THE DEVELOPMENT OF A CULTURALLY FAIR MODEL FOR THE EARLY IDENTIFICATION AND SELECTION OF GIFTED CHILDREN

Theodore R. Storlie
David D. Bellis
Judith A. Powills
Patrimpas G. Prapuolenis

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EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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PREFACE

This final report of the Flint Gifted Project represents more a detailed description of the process and procedures implemented by the Flint Community Schools and Educational Testing Service in a mutual effort to identify and select gifted children, rather than a technical report supplying evidence in support of the model's effectiveness.

The project reported here represents a preliminary step into the area of developing an alternate method for identifying and selecting gifted children for special program participation. Characteristics of the model are: incorporation of multiple identification criteria (other than I.Q. estimates), a democratic process for selecting the appropriate criteria, and a representative school and selection committee. In view of the exploratory nature of the project, the need for follow-up activities relative to the newly developed identification and selection model is recognized. However, the model developed and reported here, offers a unique and innovative approach which may in the future become the preferred option for the identification and selection of gifted children.

ACKNOWLEDGMENTS

This project was a joint endeavor between the Flint Community Schools in Flint, Michigan, and the ETS Midwestern Regional Office in Evanston, Illinois. We wish to acknowledge the outstanding contributions of Ms. Marianne Kugler and Mr. Ken Thomas, Flint Community Schools' Office of Planning and Evaluation staff members, who coordinated the project. We are also extremely grateful to members of the Implementation Committee who all played an important role in the development of the Flint Identification and Selection Model: Mr. Malcolm Alexander, Ms. Barbara Banks, Ms. Pearl Dumoff, Ms. Mary Hall, Ms. Dolores Hohlock, Ms. Doris Orr, Mr. Hugo Pinti, Mr. Palmer Schumann, Ms. Ann Thomas, and Ms. Florence Wilkerson.

Flint Community Schools staff members, including administrators, psychologists, and teachers, as well as parents and other concerned community members, spent many hours developing the foundations of a working model for the identification and selection of gifted students. Their insights, expressed interest, cooperation, and persistence were essential to the project.

Very special thanks go to project consultants Dr. Jack Cassidy, Coordinator of Gifted Education in Newark, Delaware, and Dr. Mary Frasier from the University of Georgia. Dr. Cassidy's presentation at the first seminar paved the way for future sessions. Dr. Frasier gave a presentation on the identification of disadvantaged gifted children and provided closure to the project in a final, evaluative meeting with the project participants.

Many senior staff members of the Educational Testing Service contributed importantly to this project and special thanks are extended to them: Dr. Carolyn Massad for her presentation on the language arts; Dr. Ann McAloon for her presentation on the mathematically gifted child; Dr. Virginia Shipman for her presentation on measurement-related issues; and Dr. Irving Sigel for providing a historical perspective as well as a discussion of measurement issues as they relate to giftedness.

We would like to acknowledge the assistance of the ETS staff of Programs for Continuing Education, particularly for providing valuable resources for the project. Additionally we would like to thank members of the ETS Midwestern Regional Office for their contributions to the project. Dr. Jayjia Hsia, Director of the Midwestern Regional Office, initiated the project, developed the overall design, and provided continuing support throughout as project consultant; Dr. Laura Crane refined the data management process for the pilot study; Mr. Neal Samors developed the Planning Simulation and the Identification Teams Meet Simulation, which were the focal points of the initial workshop and which provided stepping stones for decision-making by Flint project members; and Dr. Terri Strand who reviewed the final report and made many helpful suggestions for its revision.

Finally, thanks are extended to Ms. Eleanor McCaffrey who typed and prepared the final report.

EXECUTIVE SUMMARY

As a joint venture, the Flint Community Schools and Educational Testing Service explored and developed a two-stage model for early identification and selection of gifted children in kindergarten through grade 3, for the Walker Full-time Gifted Program. The model provides a systematic process for identifying gifted children from all geographic areas, socioeconomic levels, and racial groups. The project evolved out of an increasing concern that traditional methods of identifying gifted children, which rely heavily on the use of individual IQ tests, result in under-representation of children from disadvantaged backgrounds.

The problem was addressed by use of the Nominative Group Process, an interactive decision-making process, which involved Flint school administrators, school psychologists, teachers, parents, and other community members. Where differences of opinion may occur regarding a specifically stated problem, this process provides equal participation by all group members in generating ideas, discussion, information sharing, and problem resolution by use of a ranking procedure. Project activities also included the presentation of a series of seminars on topics such as creativity, early childhood, instrumentation, language arts, and mathematics. The purpose of the seminars was to provide project participants with a sound basis for decision-making.

By use of the Nominative Group Process, project participants formulated a ranked list of six criteria for judging giftedness. These were, in order of importance: creativity, intellectual potential, learning ability, motivation, leadership and social/self awareness, and academic achievement. These criteria formed the basis for implementing Stage 1 of the model: the identification of potentially gifted children. Three identification procedures were established: 1) parent nominations by means of an eleven-item questionnaire, 2) school faculty nominations based on a list of behavioral indicators of each criterion, and 3) achievement data. Children were to be placed in the identification pool if nominated by any one or any combination of these three procedures. To provide an additional source of information, teachers of nominated children were to complete a "teacher checklist" for each nominated pupil.

Stage 2 of the model, selection of pupils for participation in the gifted program, was to be implemented by a selection committee comprised of community representatives, balanced by sex and race. On the basis of individual pupil information, derived from the identification process, the committee was to generate a ranked list of eligible candidates for the gifted program. The children's cultural background, sex, or social class were not factors in the committee's

decisions inasmuch as such information was deleted from pupil information provided to the committee. Given the ranked list of eligible candidates prepared by the committee, Flint Community Schools' administrators were to make final admission decisions, giving consideration to those variables (social class, ethnic origin, race, or sex) which would best further the goals and philosophy of the Walker Full-time Gifted Program.

The Flint Community Schools selected five schools to participate in a pilot implementation study of the identification and selection model. The basis for selecting the schools was: past history of non-participation of gifted children, high percentage of minority enrollment, and geographic location. With few exceptions, the model was implemented as specified. Results of the pilot study were encouraging. Of 316 children identified as potentially eligible for the gifted program, 56 were selected by the committee as eligible for the gifted program. This represented a major accomplishment for schools that in the past had not succeeded in identifying any pupils as even potentially eligible.

Also, results of the pilot study supported the utility of parent nominations in identification of gifted children. Of the 56 children selected, 12 had been nominated by their parents, and of these three had not been nominated by any other procedure. Although this did not represent a large proportion of the children selected, these children would have been neglected had parent nominations not been a part of the identification procedures. Also, it appears reasonable to anticipate that this proportion would increase with greater emphasis placed on follow-up procedures for non-respondents to the parent questionnaire mailing.

Several major accomplishments characterize this project:

1. A two-stage identification and selection model was developed which successfully addressed the problem of underrepresentation of disadvantaged children due to traditional identification procedures.

2. The newly developed model demonstrated the importance and utility of parent involvement in the identification of gifted children.

3. The importance and desirability of multiple assessment procedures as part of the identification process was recognized.

4. A workable, locally derived definition of giftedness was formulated. Behavioral indicators were linked to this definition, greatly facilitating the identification process.

5. An interactive group process of decision making was successfully implemented and will continue as an integral component of the program.

However, in view of the exploratory nature of the project, the need for follow-up activities relative to the newly developed identification and selection model was recognized and ETS made the following recommendations.

1. Determine the reliability and validity of the instruments used to implement the model.

2. Form a standing curriculum subcommittee at the Walker school to monitor the progress of newly selected gifted students relative to the existing curriculum and to monitor the congruence between selection criteria and program components.

3. Design inservice activities to assist teachers in developing instructional techniques applicable to children they will be teaching within the context of the gifted program.

4. Implement the identification and selection model on a district-wide basis, striving for a 100 percent return in response to the parent questionnaire mailing.

5. Make provision for continual parent involvement in the gifted program.

6. Reexamine the Selection Committee's role in implementing the identification and selection model.

At a time when selection and admissions policies are being subjected to increasing public scrutiny, particularly since the Supreme Court's recent Bakke decision, the Flint model offers a unique and innovative approach to the identification process which assures fair representation of disadvantaged children in the identification pool and a selection process in which the Selection Committee is unaware of the demographics of eligible candidates. Also, in the final admission decisions, the model allows for consideration of those variables, be they ethnic origin, sex, or social class, which are deemed important or desirable for the Walker gifted program.

This approach closely approximates a two-stage model for admissions proposed by W. H. Manning, in a recent report of the Carnegie Council on Policy Studies in Higher Education, wherein a distinction is maintained between the selection and admission procedures.[1] This

[1]Winton H. Manning, "The Pursuit of Fairness in Admissions." In Selective Admissions in Higher Education, a Report of the Carnegie Council on Policy Studies in Higher Education. San Franisco: Jossey-Bass, 1977.

distinction allows the decision-maker to consider during the admissions process that subgroup of selected candidates which will best advance the goals or philosophy of the institution. In this case, the Flint model allows this kind of process in the Walker Full-time Gifted Program.

It was recommended previously that a well planned district-wide pilot study be conducted in order to adequately assess the effectiveness of the early identification and selection model. The need for much follow-up work was also emphasized. However, it is evident that this project represents a significant step toward improving the process by which children are identified and selected for gifted or special programs. The future holds great promise for further improving this work.

Section 1

INTRODUCTION

Background of Study

The Walker Community School of Flint, Michigan has operated a full-time program for academically gifted elementary school pupils since 1976. This full-time program is intended to serve pupils identified as gifted (those comprising the top two percent of the student population). The program emphasizes: "...higher level thinking skills, use of community resources, and development of creative/productive thinking, combined with progress in acquiring basic skills individualized to meet the needs of students with the highest intellectual potential." [2]

The program, conducted in four multi-age classrooms, serves children between the ages of 5 and 11. Children identified for the program possess many of the following characteristics:

1. Very superior demonstrated and or potential ability shown in quantity of information.
2. High level of language development.
3. Advanced comprehension.
4. Unusual capacity for processing information.
5. Early ability to think in abstract terms.
6. Unusual ability to generate original ideas and solutions.

[2] Office of Planning and Evaluation, Flint Community Schools, Evaluation Report, March 21, 1977

The Flint Community Schools and Educational Testing Service jointly explored and developed a process for the early identification and selection of gifted pupils for the Walker program. The process was intended to reflect the diversity among the potentially talented pupils that exists in Flint, in terms of neighborhood, family socio-economic and cultural background, and ethnic origin. The goal was to develop a selection model which would minimize the impact of biases of opportunity, of language, and of cultural saturation, which may mitigate against chances for selection among pupils from less advantaged environments. To achieve this goal, children must be evaluated within the frame of reference of their experiences; it is this type of evaluation that was incorporated into the Flint model for identification and selection of gifted pupils.

As stated in the initial proposal submitted to the Flint Community Schools, general principles guiding the process of developing a working pupil selection model are:

1. The intent of the process will be inclusive rather than exclusive in nature. The reliance on multiple criteria, with some level of academic talent in the traditional sense, will be a necessary but not sufficient minimum for inclusion in the talent pool. In addition to reading, writing, and arithmetic, evidence of giftedness in human relations and other areas of human expression will be taken into consideration. A broad definition of talent will facilitate the elimination of the sterility of a school of high I.Q. students, and ensure the richness of a diversity of gifts.

2. The process of deciding upon instruments will not exclude "soft" as against "hard" data collection instruments, and there will be a willingness to include experimental assessment methods, as well as the well-established, standard measures for V, Q, or G. It will be the relative weights given each kind of evidence which will be decided upon through the interactive process.

3. The models for selection which will be considered seriously will try to avoid the pitfalls associated with those based on group parity: x percent of group one, y percent of group two, and so on.

4. The selection process will not result in a limited number of pupils who will be automatically eligible for the scarce resources of all-day special programs. Instead, the goal will be to identify a pool of potentially eligible pupils, each of whom could benefit significantly from such a program. Final decisions will then rest on other factors such as parents' wishes, logistical issues, and a fair process which will then result in identifying the specific individuals to be included.

5. Instead of a one-shot, short-term project, the joint effort will also look to the future and explore the possibilities for further support of a research study which could expand the boundaries of a speciality program from a service-oriented program to an R & D model with a longitudinal approach to studying the growth of gifted youth.

Although the Walker full-time gifted program serves pupils in grades 1-6, emphasis for this project was placed on early identification (kindergarten through grade 3). The importance of such early identification to help gifted young develop to their fullest potential is being increasingly emphasized in the literature. To some extent, this emphasis on early identification made the task for Flint more arduous. There have been no universally accepted definitions of giftedness, especially in the primary years when evidence of academic potential or proven accomplishments is limited; nor has there been an agreed-upon battery of instruments which can readily identify gifted children, particularly given the difficulties of testing young children.

Section 2

PROJECT ACTIVITIES

Planning for the project began in early November, 1977. During the initial planning sessions, project objectives were formulated and topics to be covered in future seminars were discussed (see Items III and V). The plan which evolved from these sessions called for continuing interaction between Flint Community School's representatives and Educational Testing Service's staff. ETS' role in the project was primarily that of process facilitator. Specifically, ETS was to assist in the decision-making process which was to result in the formulation of an implementable model for the identification and selection of gifted children in Flint. The assistance provided by ETS consisted of specific informational input through presentations by invited consultants, assistance in decision-making using the Nominative Group Process (NGP), and technical assistance and consultation with respect to specific procedural and psychometric issues. The bulk of this assistance was provided within a two month period, during weekly meetings which involved workshops, presentations, and conferences.

The first in the series of project activities was a two-day workshop in Flint. The workshop was attended by school administrators, teachers, and parents. Under the leadership of Dr. Jack Cassidy, Coordinator of Gifted Education in Newark, Delaware, this session provided a forum for sharing and clarifying expectations, attitudes, and beliefs about the nature of giftedness. Part of this workshop

involved simulated group decision-making meetings for a fictitious community. This served to introduce NGP, which was to be used again later for ranking identification and selection criteria. The workshop agenda appears in Appendix B. The thrust of the remaining workshops and seminars was toward providing information about various issues related to gifted children (see Appendix C).

During the second meeting, Dr. Mary Frasier of the University of Georgia gave a presentation on the identification of disadvantaged gifted children stressing the multifaceted nature of giftedness. She emphasized the importance of using multiple assessment procedures for identifying gifted children and served to further clarify the group's thinking on giftedness. The Flint project participants found Dr. Frasier's presentation most stimulating and invited her to return at a later date.

The third session was conducted by Dr. Irving Sigel of ETS. His presentation placed the identification and selection of gifted students in a historical perspective. He discussed measurement issues related to giftedness, concluding that the definitions used to classify or construct criteria have been quite loose and arbitrary, and that some of the traditional assumptions governing assessment of traits may not be appropriate to the identification of gifted children. Dr. Sigel stressed that individual belief systems strongly influence decisions and that these belief systems concerning giftedness need careful examination in order to assure sound decisions.

Dr. Virginia Shipman of ETS led the fourth session to provide additional input on measurement-related issues. Her presentation summarized research related to measurement and instrumentation with respect to identification and selection of gifted children. Dr. Shipman also emphasized the need for a diversity of assessors as well as multiple measures in the identification and selection procedures.

At this time, project participants felt that sufficient information was available to make some specific decisions concerning the criteria to be used in identifying and selecting gifted children. To this end, one session was devoted to development of a ranked list of criteria through the application of NGP, a procedure which had proven quite effective in the simulated trial run conducted during the first session. The process resulted in establishing the following criteria, in rank order: 1) creativity; 2) intellectual potential; 3) learning ability; 4) motivation; 5) leadership and social/self awareness; and 6) achievement.

Group input was also sought to provide ideas concerning possible assessment techniques to be used in identifying gifted children and resulted in the following suggestions:

A. Creativity

A.1 - teacher observation
A.2 - tests of creativity
A.3 - accomplishments
A.4 - parent checklists
A.5 - peer nominations

B. Intellectual potential

B.1 - group IQ tests
B.2 - parent nominations
B.3 - teacher nominations
B.4 - community nominations

C. Learning ability

C.1 - teacher nominations
C.2 - parent nominations
C.3 - teacher checklists
C.4 - parent checklists

D. Motivation

D.1 - teacher checklist
D.2 - parent checklist

E. Leadership/and Social Self awareness

E.1 - teacher nomination
E.2 - principal nomination
E.3 - peer nominations
E.4 - community nominations
E.5 - parent nominations
E.6 - self nominations

F. Achievement

F.1 - district-wide testing
F.2 - preschool staff input checklist
F.3 - parent nominations
F.4 - peer nominations
F.5 - teacher nominations

Group decisions concerning the criteria and assessment procedures provided the basis for a meeting of the Flint Implementation Committee and ETS staff. The purpose of the meeting was to determine a specific set of procedures for identifying and selecting children on a pilot basis, which was to be tried at six schools. The assessment procedures for the identification stage agreed upon by the Committee were: 1) parent nominations in the form of responses to an eleven-item questionnaire; 2) school faculty nominations based on behavioral indicators of the criteria, and 3) achievement test data. However, the possibility that such information alone could be insufficient was not overlooked. The unique approach taken by the Flint Community Schools incorporated an individualized approach whereby additional information about a particular child could be requested. This would be quite appropriate, for example, for borderline cases.

The request for additional information incorporated more traditional methods for identifying gifted pupils. The most widely accepted means of identifying the gifted is through intelligence testing. Flint viewed group intelligence testing as inappropriate, especially at the early elementary level and viewed individual IQ testing as time consuming and financially prohibitive. However, the value of individual testing was recognized as a means for obtaining such information when it was most meaningful (e.g. borderline cases). Other relevant information to be obtained for particular children when necessary might include a child interview. Upon obtaining and analyzing the additional information, a child would once more be eligible for the selection cycle.

It was also decided that children identified by any of these procedures would be rated by their teachers on a teacher checklist. Action plans undertaken by the Implementation Committee appear in Appendix D.

In the next two meetings of the scheduled series, ETS staff members Dr. Carolyn Massad discussed the role of the language arts in a gifted program and Dr. Ann McAloon summarized current research on children's learning and development in relation to the teaching of mathematics. Both touched briefly on the distinction between divergent and convergent kinds of thinking. They pointed out that standard achievement tests often fail to identify the creative divergent thinker.

The project involved much "behind the scenes" work on the part of Flint Community Schools' staff, ETS staff, and community members. This work included preparation of an annotated bibliography of available instruments to be used in the identification and selection procedures,[3] preparation of a workshop manual,[4] drafting of the various selection and identification procedures, development of the selection model, as well as various data management procedures.

The last meeting of the scheduled series was devoted to summarizing and recapitulating the entire process. The meeting provided various subcommittee representatives with the opportunity to report on their work. During this session, final group consensus was sought with respect to the identification criteria, faculty nomination procedures, selection committee membership, the selection model, as well as minor changes made on the various assessment instruments. The model, as it was accepted by Flint project participants, is presented in the following section.

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[3]Educational Testing Service, Midwestern Regional Office. Annotated Listing of Instruments and Measures for the Identification and Selection of Gifted Pupils. Evanston, Illinois: Author, 1978

[4]Educational Testing Service, Midwestern Regional Office. Simulations Workbook. Evanston, Illinois: Author, 1978.

Section 3

THE IDENTIFICATION AND SELECTION MODEL

The initial step in developing a model for identification and selection of gifted pupils involves a decision on the type of program to be instituted. Once program goals and objectives have been stated, the identification system can be designed to fit that program. With the program goals and priority objectives listed, strategies to meet each objective can be developed, and in-service and evaluation planned. Each component in the program and identification and selection model is importantly related to all other components. A description of this process as it applied to the Flint Community Schools follows.

Flint Gifted Program

Program Goals and Objectives.

Previously, to be eligible for the Flint gifted program, a child had to rank academically in the upper two percent of the student population. How this guideline was to be applied was uncertain, and a need to refine the approaches used for selection was recognized. The need for a standard definition of giftedness and a uniform, multi-faceted selection process, as free from cultural biases as possible was also recognized.

The Flint project participants prepared a description of the gifted program:

1. Open classroom format with emphasis on:

   -personalized instruction based on systematic diagnosis of basic skills development.

   -development of divergent thinking skills (creative problem solving)

-student acceptance of appropriate amounts of responsibility for choices of learning tasks and behavior (freedom of movement).

2. Increased use of the community and its resources.

Operational Definition of Giftedness.

Given this program description, Flint project participants developed an operational definition of giftedness by determining a set of criteria necessary for the identification and selection of gifted pupils. It was agreed that students to be served at Walker would exhibit some of the following broad-based criteria:

1. Creativity
2. Intellectual potential
3. Learning ability
4. Motivation
5. Leadership and Social/self awareness
6. Exceptional academic achievement

Behavioral Indicators.

Behavioral indicators, listed below, were formulated for the established criteria to provide additional detail to use in considering students for eligibility:

1. CREATIVITY

-Exhibits wide curiousity.
-Has lots of ideas and solutions.
-Has uninhibited expression of opinion is tenacious.
-Is imaginative, has keen sense of humor, emotional sensitivity.
-Is open to non-conformist behavior.
-Is sensitive to beauty.
-Displays intellectual playfulness; fantasizes, imagines; manipulates ideas by elaboration or modification.
-Is a high risk taker; is adventurous and speculative (has different criteria for success).

2. INTELLECTUAL POTENTIAL

-Behavioral indicators were not formulated for this criterion.
-IQ tests were to be used as needed.

3. LEARNING ABILITY

-Has unusually high vocabulary.
-Stores large amount of information.
-Has quick mastery and recall.
-Quickly makes generalizations.
-Is keenly observant.
-Reads a great deal.
-Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions, wants to know what makes people "tick" (or can be an annoyance in persisting to ask questions).

4. MOTIVATION

-Persists in task completion, sticks to assignments and projects selected by him/her.
-Demonstrates that he/she knows where headed during play and work activities.
-Persists in the face of points of view different from his/her own.
-Produces ideas and effective arrangements of material without being asked.
-Looks forward to challenges in or outside the classroom.
-Enjoys working independently.
-Evaluates self voluntarily.
-Seeks ideas and tasks.
-Likes to contribute new knowledge.
-Often stubborn in beliefs.
-Likes to organize work, self.
-Needs to know the reason for activity.

5. POTENTIAL FOR LEADERSHIP/SOCIAL SELF AWARENESS

-Accepts responsibility.
-Possesses self confidence.
-Is well liked.
-Is cooperative.
-Is well understood.
-Is adaptable, flexible.
-Directs others.
-Is coordinated, athletic.
-Seems to enjoy being with other people; is sociable and prefers not to be alone.
-Sometimes is a loner.
-Is clearly accepted by an overwhelming majority of people whom he/she knows, peers and adults.
-Is involved in some sort of social enterprise to which he/she makes positive, constructive contributions.
-Is regarded as an arbiter or as "policy maker" in his/her own group.
-Relates to peers and adults on an equal basis.
-Exhibits behavior, non defensive in character.
-Maintains enduring relationships with peers and adults (does not experience rapid turnover in friendships).
-Stimulates productive behavior in others.
-Has an unusual capacity for coping with any social situation.

6. EXCEPTIONAL ACADEMIC ACHIEVEMENT.

-Available achievement test scores are available for this criterion.

On the basis of these behavioral indicators, the Implementation Committee was charged with the task of making preliminary decisions concerning the selection of specific instruments for an identification and selection pilot study. The selection of gifted pupils for the Flint Gifted Program was to proceed in two stages: 1) the identification stage, and 2) the selection stage. The purpose of the identification stage was to identify a large pool of pupils potentially eligible for the gifted program thereby maximizing identification of disadvantaged children. The purpose of the selection stage was to narrow the identification pool down by selecting those pupils most eligible for the gifted program. The selection stage was to be conducted by a specially formed Selection Committee. The two-stage model is visually displayed in Figure. 1.

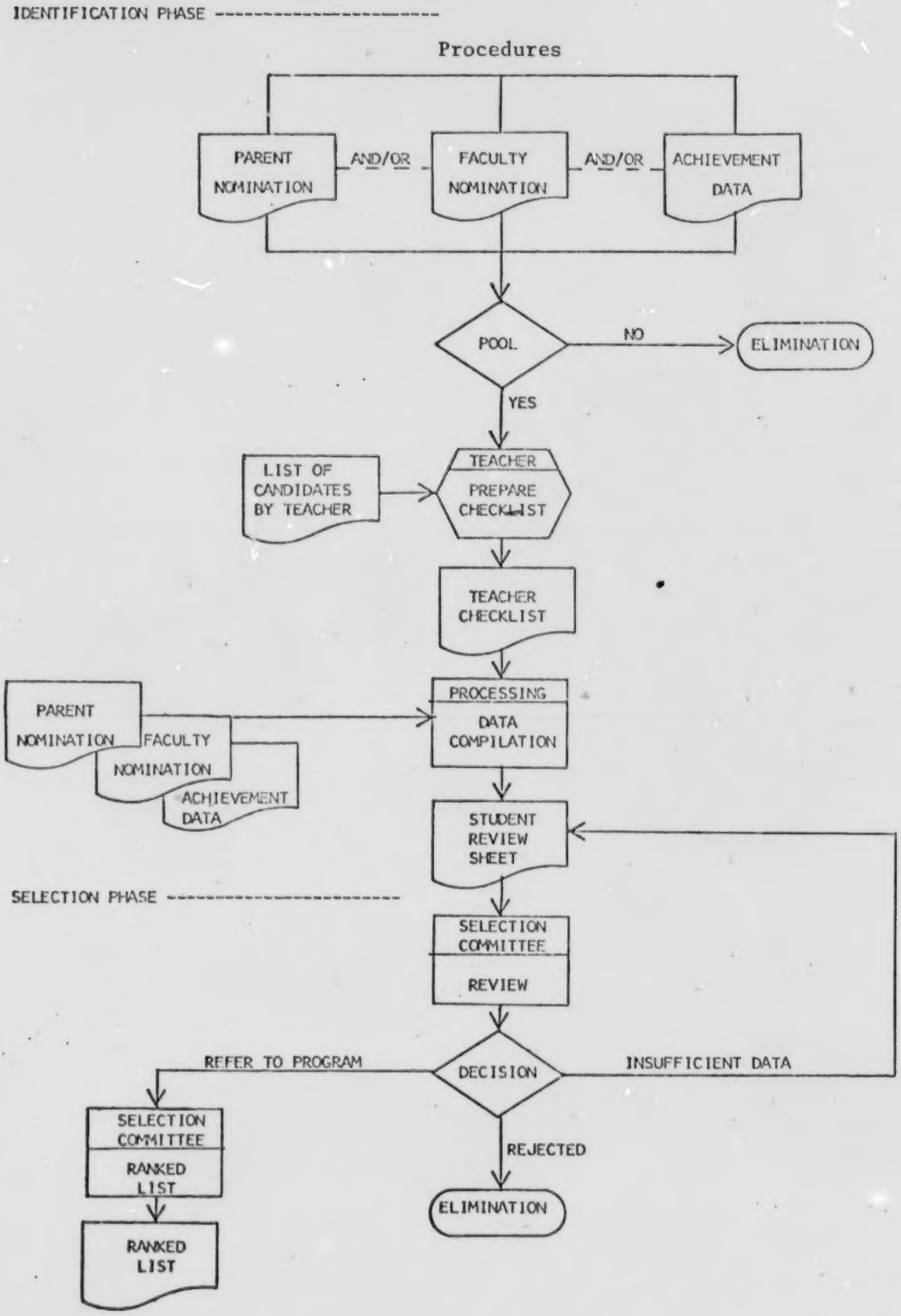
Identification Stage

Parent Nomination. Project participants recognized the need for active parent involvement in the identification process. Therefore, the Implementation Committee decided upon some form of parent nomination. Rather than requesting parents to make a simple yes/no decision, the committee prepared a written parent questionnaire which reflected the behavioral indicators of giftedness formulated by the group. This eleven-item questionnaire was also translated for Spanish-speaking parents in the community. The questionnaire forms, in both Spanish and English, appear in Appendix E. Those children ranking at approximately the 90th percentile (by building and grade), with respect to total score on the parent questionnaire were placed in the preliminary identification pool.

Figure 1

IDENTIFICATION AND SELECTION MODEL

FLINT, MICHIGAN



Teacher Nomination. Faculty input to the screening and identification phase was also considered worthwhile by the Flint project participants A modified Nominative Group Process session for faculty nomination of pupils potentially eligible for the gifted program was devised. To better assure each student an opportunity to be nominated and placed into the identification pool, participation in the faculty nomination phase by all appropriate building personnel was stressed. In semi-structured group sessions, faculty were to meet and sequentially nominate children thought to possess characteristics related to each criterion (see Appendix E). Children receiving at least one nomination were to be placed in the identification pool.

Achievement Data. Achievement test data were selected as the third source of input for the identification of children potentially eligible for the gifted program. This information, while not available at the lower elementary levels, was to be obtained through a search of school records. Children achieving at least two years above grade level were to be placed in the identification pool.

In summary, a child had to meet at least one of the following criteria in order to be placed into the pool of pupils potentially eligible for the gifted program:

1. Score approximately at the top 10 percent in building, by grade, on the Parent Questionnaire.
2. Be nominated by at least one faculty member on at least one criterion, through the faculty nomination process.
3. Score at least two years above grade level on June, 1977 SRA Achievement Test reading and math scores.

Teacher Checklist. Once a pupil was placed in the identification pool, additional information was to be sought from the pupil's teacher. Teachers were to be given a listing of their students identified as potentially eligible for the gifted program. For each identified child, teachers were to complete a checklist, "Characteristics of Able Pupils" (see Appendix E). Analyses of the checklist data by the Flint Central/Administration staff yielded a score for each child on the four criteria.

Selection Stage

A Student Review Sheet was to be prepared for each child in the identification pool. This review sheet contained appropriate information on the three screening procedures (parent nomination scores, faculty nomination scores, and achievement test data), as well as scores obtained on the teacher checklist. Student identifying information was coded on the review sheets so that all forms would be anonymous, in preparation for Selection Committee review.

A special Selection Committee, balanced by race and sex, was formed. The Selection Committee consisted of the following individuals:

1. One representative appointed by Elementary Education.
2. One representative appointed by Instructional Services.
3. Three non-program community representatives, from early education or nursery, university, parents and interested community leaders, to be selected by Program staff.
4. One representative selected by Research and Testing.
5. One Walker teacher selected by Walker teachers.
6. Walker principal.
7. One psychologist representative, selected by school psychologists.
8. One United Teachers of Flint representative appointed by United Teachers of Flint.

The selection process was to take place over a two-day period. Through two phases, the Selection Committee was to be charged with the task of narrowing down the pool of students identified as potentially eligible for the gifted program. Phase One was intended to eliminate those candidates consistently rating low or receiving very few nominations. Phase Two was to involve a ranking of the remaining candidates.

Each selection committee members received a packet of coded Student Review Sheets. The decision to include or exclude a student was to be based on a review of student data. Each committee member examined the Student Review Sheet and indicated on the form, by writing "yes" or "no" in the appropriate space, whether the candidate should be considered for Phase Two. The review was to be accomplished on an individual, private basis.

Following the first review step, the committee chairperson was to request members to indicate which candidates (by code number) they voted out of Phase Two. Discussion was to be limited until all committee members had reported their individual judgments. Committee members then were to have the opportunity to clarify or explain their votes in order to facilitate group agreement on any individual vote. Where there was prolonged disagreement about any one vote, the student was to be included for Phase Two. The purpose of Phase One was to remove from the total list those candidates who were ineligible on the basis of the available information. Review sheets of students declared ineligible during Phase One were to be removed from the committee members' packets so that each packet would contain only those candidates' sheets to be considered for Phase Two.

Committee members again were to study each Student Review Sheet silently during the initial step of Phase Two. They were then to individually sort the sheets into five rank-order stacks of students judged to be most eligible for the gifted program. Sufficient time was to be allowed for each member of the selection committee to complete the sorting process.

After each member completed the sorting process, he/she was to indicate in the appropriate space on the Student Review Sheet, the stack (rank) number assigned. The number was to be the weight assigned to the student. Next, the committee chairperson was to pool weights assigned by each committee member for each student resulting in a sum of the individual weights. The final weight (score) was to be used as the basis for ranking the candidates with respect to their eligibility for the gifted program. Once the students were ranked by the process, their review sheets could be matched with their names and demographic information. The Flint Community Schools selection committee administrators were then to determine, on the basis of how many students the gifted program could accommodate and other relevant considerations, which of the highest ranking students would be included in the program if space became available.

In summary, the final score that each candidate received would reflect, as a result of the selection committee process, the unique contribution of each committee member. The decision made by each member during the sorting process was to be based on all of the information available and ratings summarized on each Student Review

Sheet. A final examination of the weighted summaries compiled by the committee chairperson might have indicated a need for some further discussion. For example, if the same student was placed in stack '5' by some members and in stack '1' by other members, the occurrence would have required some clarification by the members, as seen fit by the committee. The total process was conducted by grade; separate rankings were derived for each grade level.

The purpose of this final selection committee meeting then, would be to rank the candidates with respect to their eligibility for the gifted program, and to refer the highest ranking students to the program. For some candidates, a firm yes/no decision might not be possible due to a need for further information. In response to a request for additional information, a child interview or administration of an individual intelligence test would be honored. Once the suggested information would be obtained, the student's review sheet would once more enter the selection committee process during the next scheduled session.

Final admissions decisions were to be made by the Flint Community Schools' administrators on the basis of rankings provided by the Selection Committee. Given a ranked pool of eligible pupils, the administrators would consider such variables as sex, race, and available space, in their decisions.

Section 4

EXPLORATORY PILOT STUDY

Purpose

An exploratory pilot study was conducted to test the identification and selection model prior to district wide implementation. The study was conducted to provide the Flint Community Schools with information concerning the efficacy of the identification and selection model and related procedures. Five pilot schools were selected to participate in the study.[5]

Method

Sample

The five pilot schools were selected to participate in the study by the Flint Community Schools. They were selected on the basis of three factors: 1) history of nonparticipation, 2) geographical location, and 3) racial/ethnic composition. The implementation of the identification and selection process was identical in all five schools. Descriptive statistics of these pilot schools concerning total enrollment, minority enrollment, mobility rate, and selected achievement data, are presented in Table 1.

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[5]A sixth school was later selected as a control school on the basis of a high degree of success in selecting gifted students by the previous used process. However this school participated only in the parent nomination phase of the pilot study. Although it had a higher return rate for the parent questionnaire mailing, its mean pupil score on the returned parents'questionnaire was similar to the mean pupil scores at the pilot schools.

Table 1

CHARACTERISTICS OF PILOT SCHOOLS, BY SCHOOL AND TOTAL DISTRICT

School Characteristics	Schools 1	2	3	4	5	Total District
Total Enrollment (N)	631	750	525	702	579	*
Minority Enrollment (%)	98	72	83	95	38	57
Mobility Rate (%)	45	32	34	33	39	36
Average Reading Scores (G.E.)						
3rd Grade	4.1	3.8	3.6	3.1	3.7	3.8
5th Grade	4.4	5.1	4.7	4.3	4.8	5.1
Average Math Scores (G.E.)						
3rd Grade	3.8	3.8	4.2	3.3	3.7	3.9
5th Grade	4.6	5.4	5.6	4.9	5.3	5.4

* Student enrollment at Flint schools ranges from about 362 to 853.

Procedures.

The original plan for conducting the pilot study called for implementing the identification and selection model as described in Section 3. The model specified three methods for identifying children potentially eligible for the selection stage. These were 1) parent nominations, 2) faculty nominations, and 3) documented exceptional achievement. The identification pool was to include children scoring at approximately the top 10 percent on the parent questionnaire within their grade at school; children who received at least one faculty nomination on any of the four criteria; and children who scored at least two years above grade level in reading or mathematics. The

selection stage of the model involved a specially formed Selection Committeewhose task was to select, by means of a two-phase process, a final pool of gifted children.

The identification stage proceeded as planned: parent questionnaires were mailed and returns were tabulated, faculty nomination sessions were conducted, and achievement records were searched. Also, a teacher checklist was completed for each identified child.

However, there was some deviation from from the selection process of the proposed model. The committee found Phase 2 of the selection process difficult to implement and resorted to a yes/no decision for each candidate. Consequently, candidates were not assigned ranks as originally proposed. The Selection Committee did accomplish its task of assembling a final pool for the gifted program. A discussion of the results of data generated by the pilot study follows.

Results

Identification Stage.

The first step of the identification stage involved pupil nomination by parents, faculty members, and/or outstanding achievement test scores obtained through a record search. Table 2 displays the number and percent of children included in the identification pool by the type of procedure used to nominate them. Table 2 indicates that a majority of the children in the identification pool were identified by means of teacher nominations. Of the 309 children identified, 189 (61%) were placed in the pool based on faculty nominations.

Table 2

NUMBER AND PERCENT OF PUPILS INCLUDED IN THE IDENTIFICATION POOL, BY TYPE OF NOMINATION AND BY SCHOOL

School	Type of Nomination						Total
	Parent Questionnaire		Teacher Nomination		Achievement Test Data		
	N	%	N	%	N	%	
1	10	21	34	71	4	8	48
2	18	22	58	70	7	8	83
3	11	19	18	32	28	49	57
4	7	13	44	80	4	7	55
5	12	18	35	53	19	29	66
Total	58	19	189	61	62	20	309

The parent nomination procedures involved a questionnaire mailing to parents of all children attending the pilot schools in kindergarten through grade 3. Table 3 shows the response rates to this mailing. Parent response rates ranged from 21 to 41 percent. The importance of a near-to-perfect response rate was recognized. However, because of time constraints, Flint Community Schools decided to conduct followup activities only at schools which traditionally had low return rates to district-wide mailings. Consequently, followup was conducted at School #4 only: notices urging parents to return their questionnaires appeared in the school newsletter for two consecutive weeks and a telephone followup procedure was also instituted.

Table 3

TOTAL K-3 PUPIL ENROLLMENT AT PILOT SCHOOLS AND CORRESPONDING NUMBER AND PERCENT OF PARENTS WHO RESPONDED TO THE MAILED QUESTIONNAIRE

School	Total Pupil Enrollment (K-3)	Number and Percent of Parents Responding	
		N	%
1	334	80	24
2	485	201	41
3	298	97	33
4	382	80	21
5	310	107	35
Total	1809	565	31

Selection Stage.

Following identification of a a pool of potential candidates for the gifted program, the selection stage was implemented. The Selection Committee convened and, based on available information for each candidate, applied a yes/no decision rule for selection. Table 4 shows, by pilot school, the number of students identified and selected.

Table 4

TOTAL K-3 SCHOOL ENROLLMENT, NUMBER AND PERCENT OF IDENTIFIED AND SELECTED PUPILS, AND PERCENT OF IDENTIFICATION POOL SELECTED, BY SCHOOL

School	Total K-3 Enrollment	Identified K-3 Pupils at School		Selected K-3 Pupils at School		Percent of Pupils Selected from Total Identification Pool
		N	%	N	%	
1	334	48	14	7	2	2
2	485	83	17	14	3	5
3	298	57	19	17	6	6
4	382	55	14	4	1	1
5	310	66	21	14	5	5
Total	1809	309	17	56	3	18

Of the 309 students included in the identification pool, 56 were selected as eligible for the gifted program. This represents 18 percent of the identification pool and 3 percent of the K-3 enrollment for the pilot schools.

Table 5 presents the number and percent of selected students by pilot school and by minority/majority status. Ideally, at each school the minority/ majority composition of the selected group would reflect the minority/majority composition of the school population. Data shows this was not so for each school; the ethnic composition of the totlal selected group was relatively similar to that of the combined school enrollment of the five pilot schools.

Table 5

COMPARISON OF NUMBER AND PERCENT OF ENROLLED AND SELECTED PUPILS, BY SCHOOL AND BY MINORITY/MAJORITY STATUS

	K-3 Pupil Enrollment					Number of Students Selected				
School	Total	Minority		Majority		Total	Minority		Majority	
	N	N	%	N	%	N	N	%	N	%
1	334	331	99	3	1	7	7	100	0	0
2	485	349	72	136	28	14	5	36	9	64
3	298	250	84	48	16	17	16	94	1	6
4	382	371	87	11	3	4	4	100	0	0
5	310	96	31	214	69	14	2	14	12	84
Total	1809	1393	77	416	23	56	34	61	22	39

Comparison of Selected Students with Not Selected Students

Two groups of children were available for comparison: 1) those children who had been identified but not selected and 2) those who had been both identified and selected. It appears reasonable to expect these two groups to differ with respect to the various scores and ratings which formed the basis for selection. A tabled comparison of these two groups, with respect to average parent questionnaire scores, faculty nomination scores, reading and math scores, as well as teacher checklist scores, is presented in Tables 6-10.

In table 6 a comparison of parent questionnaire mean scores of selected students with those of students not selected is presented. Table 6 indicates that the mean scores of the two groups differed

Table 6

PARENT QUESTIONNAIRE MEAN SCORES BY SCHOOL
FOR SELECTED AND NOT SELECTED STUDENTS

School	Selected		Not Selected	
	$\bar{X}$	N	$\bar{X}$	N
1	38.2	4	37.7	6
2	35.3	3	35.5	15
3	34.0	1	35.6	10
4	-	-	36.7	8
5	35.3	4	36.0	8
Total	36.2	12	36.1	47

Note: The range of parent questionnaire scores was from 11 to 44.

minimally. In fact the not selected group received somewhat higher scores than the selected group. Several interpretations for this can be suggested. First, the lack of differences may indicate that the Selection Committee gave little weight to the parent questionnaire data and greater consideration to the faculty nominations and to achievement data.

Another explanation for the similarity of parent questionnaire mean scores of the two groups involved the homogeneous nature of the identified group relative to the parent questionnaire scores. To be eligible for the identification pool, students had to score at approximately the top 10 percent of their school on the questionnaire. The questionnaire served quite well to discriminate between those students who were eligible for the identification pool and those who were not. However, it appears unreasonable to expect an 11-item questionnaire to discriminate within a group scoring at approximately the 90th percentile on this same questionnaire.

The study did lend support to the utility of parent nominations in the identification of gifted children. Of the 56 selected children, 12 had been nominated by their parents; of these, 3 had not been nominated by any other procedure. While this represents a very small proportion of selected children, these children would have been overlooked had parent nominations not been a part of the process. Also, this proportion can be expected to increase with greater emphasis on followup to the mailing of parent questionnaires.

The identification stage provided teachers the opportunity to nominate their students, or any students with whom they had contact,

as potentially eligible for the gifted program. The nomination process consisted of nominating students under four separate criteria: creativity, learning ability, motivation, and leadership. Any student could have been nominated on one or more criterion. A tabled comparison of the two groups of students with respect to the average number of criteria for which they were nominated. is presented in Table 7. When considered by school, as well as by total, the selected students were nominated on more criteria than those students not selected. On the average, selected students were nominated on more than two criteria while those not selected were nominated on less than two criteria.

Table 7

AVERAGE NUMBER OF CRITERIA USED IN TEACHER NOMINATIONS AND ASSOCIATED SAMPLE SIZES FOR SELECTED STUDENTS AND NOT SELECTED STUDENTS

School	Selected		Not Selected	
	$\bar{X}$	N	$\bar{X}$	N
1	4.0	2	1.8	27
2	2.6	8	1.4	49
3	1.9	10	2.2	10
4	2.0	4	1.8	42
5	2.6	10	1.6	30
Total	2.4	34	1.6	58

Note: Four is the maximum number of criteria which could have been used during the nominations.

Another type of comparison of the selected versus not selected groups relative to teacher nominations is presented in Table 8. The means shown in this table were derived from weighted scores assigned each student. (See Appendix G for weighting formula.) A child receiving a higher weighted score, has been nominated by a larger proportion of nominating teachers, with respect to a particular criterion. On the average, students selected for participation in the gifted program received a larger proportion of teacher nominations on all criteria than not selected students. On creativity, for example, the mean of the selected group was 11.2 and the mean of the not selected group was 5.1.

Table 8

MEAN PUPIL SCORES OF TEACHER NOMINATIONS FOR SELECTED STUDENTS AND NOT SELECTED STUDENTS, BY CRITERION AND SCHOOL

	Selected					Not-Selected				
School	n*	C	LA	M	L	n	C	LA	M	L
1	2	12.4	12.4	12.4	12.4	27	7.6	6.8	7.4	7.8
2	8	8.0	7.0	5.0	3.0	49	3.3	1.6	2.7	1.9
3	10	6.9	8.5	6.9	5.4	10	3.9	1.5	5.4	4.6
4	4	8.3	6.2	6.2	4.2	42	5.5	5.3	7.1	5.9
5	10	18.9	16.2	15.1	9.0	30	5.7	3.9	5.7	7.8
Total	34	11.2	10.4	9.1	6.2	58	5.1	3.9	5.4	5.3

* n = number of pupils on which average is based, C = creativity, LA = learning ability, M = motivation, L = leadership.

Although high academic achievement was not the main criterion for selection, on the average, selected students scored above grade level in reading and math to a greater extent than students not selected. (See table 9.) In some instances, the difference between grade equivalent scores was small, but nevertheless, it favored the selected students.

Table 9

MEAN GRADE EQUIVALENT ACHIEVEMENT SCORES OF SELECTED STUDENTS AND NOT SELECTED STUDENTS BY SCHOOL AND BY GRADE

Grade	Selected			Not-Selected		
	n*	Reading	Math	n*	Reading	Math
			School 1:			
1	-	-	-	13	1.8	2.4
2	-	-	-	5	2.9	2.7
3	2	4.8	4.1	4	3.5	3.2
			School 2:			
1	6	3.6	3.8	21	1.9	2.3
2	4	4.8	4.6	15	3.3	3.9
3	4	5.2	4.6	18	3.2	3.9
			School 3:			
1	5	3.7	3.2	6	2.5	2.6
2	6	4.6	3.2	12	2.5	4.0
3	6	5.5	4.8	10	3.4	4.3
			School 4:			
1	-	-	-	20	2.3	2.3
2	1	4.1	3.2	16	2.6	3.1
3	-	-	-	12	2.8	3.3
			School 5:			
1	3	3.4	3.6	12	2.3	2.5
2	4	4.7	4.5	18	3.1	4.1
3	5	4.3	3.9	10	3.2	3.5

*n = number of pupils on which the average is based.

Finally, the teachers of all identified students were requested to complete a teacher checklist for each student before the selection process was conducted. Table 10 presents the means of teacher checklist scores for both selected and not selected student groups. The tabled mean scores suggest that the selected students were perceived by their teachers to exhibit more of those behaviors indicative of giftedness under all four criteria than did those not selected.

Table 10

MEAN SCORES OF TEACHER CHECKLISTS FOR SELECTED STUDENTS AND NOT SELECTED STUDENTS BY CRITERION AND SCHOOL

	Selected					Not-Selected				
School	n*	C	LA	M	L	n	C	LA	M	L
1	7	68.7	73.9	89.3	92.0	34	36.8	40.3	40.8	47.4
2	14	70.0	75.0	67.0	81.1	57	31.5	34.8	34.4	44.1
3	11	34.4	49.3	44.6	58.9	24	32.4	38.1	29.9	37.7
4	4	48.3	60.1	63.8	73.0	50	37.2	39.6	44.8	54.2
5	12	43.3	50.6	47.0	47.7	41	25.7	28.7	31.6	47.2

* n = number of pupils on which average is based, C = creativity, LA = learning ability, M = motivation, L = leadership

Summary

Preliminary results of the pilot study, involving five schools, were presented in this section. It was noted that the identification process was conducted as specified by the model but that the selection process was somewhat changed. The Selection Committee applied a yes/no decision rule in selecting eligible pupils rather than the

Phase 2 procedure suggested in the model. Nevertheless, the Committee succeeded in selecting 56 (18 percent) of the 309 pupils in the identification pool. This is a significant number considering that the schools from which these children were identified had a previous history of nonparticipation.

Results of the pilot study supported the utility of parental involvement in the nomination process. Three of the 56 selected pupils would have been overlooked had they not been identified by means of their Parent Questionnaire scores.

Comparisons were made between those pupils selected for participation in the gifted program and those pupils identified but not selected. It was noted that the mean scores on the Parent Questionnaires differed minimally for the two groups. It was suggested that a greater difference was not evidenced because the range of Parent Questionnaire scores was restricted as a result of the nomination procedure. Students selected for participation in the gifted program, however, on the average, received a larger proportion of teacher nominations, had higher mean weighted scores derived from these nominations, and exhibited more of the behavioral indicators of giftedness than did the students identified as potentially gifted but not selected for the program. Finally, on the average selected students scored above grade-level in reading and math to a greater extent than students not selected.

Section 5

CONCLUSIONS AND RECOMMENDATIONS

The Flint Community Schools, with the assistance of Educational Testing Service, undertook the arduous task of developing and implementing on a pilot basis, a model for identifying and selecting gifted children. In the absence of standard, readily applicable criteria of giftedness or established, widely accepted assessment procedures for identifying gifted children, this project represented an exploratory effort.

However, through group decision processes, which involved teachers, administrators, psychologists, parents, and other community representatives, a system for identifying and selecting gifted students was developed. The model shows promise of achieving the goal of finding gifted students who would be overlooked by more traditional identification and selection procedures. Based on the progress to date, a number of conclusions and recommendations are presented in this final section.

Conclusions

1. Development of the Identification and Selection Model

   1.1. The Flint Community Schools and Educational Testing Service successfully explored and developed a process for the early identification and selection of gifted children for the Walker Full-time Gifted Program. The process reflected the

cultural and socio-economic diversity of the Flint Community. The model succeeded in identifying gifted children from schools that had a history of nonparticipation when traditional procedures were used. Moreover, implementation of the model resulted in increased representation of disadvantaged children in the pool of gifted children. Children were evaluated within the frame of reference of their experience.

1.2 An interactive group process of decision making was successfully implemented at various points in the project, and will continue iteratively as an integral component of the Flint program for the gifted and talented. The interactive process of decision making, facilitated by the Nominative Group Process, involved administrators, psychologists, teachers, parents, and other community members, on a continuing basis. The process permitted equal participation by all group members, provided occasions for information sharing, and facilitated informed group decision making which reflected individual opinion and allowed fair representation of various points of view.

1.3 A workable, locally derived, definition of giftedness was formulated which reflected the diversity and uniqueness of the Flint Community. In essence, the definition identifies as gifted those children who demonstrate an exceptionally high degree of creativity, intellectual potential, learning ability, motivation, leadership and social/self awareness,

and achievement. These traits were formulated by a rank-ordered list of identification and selection criteria, arrived at by consensus of the Flint project participants and which served as a basis for all other project activities. Therefore, multiple criteria were considered for the identification and selection of gifted pupils.

1.4 A two-stage identification and selection model was developed. The identification stage was to result in a large eligibility pool of students - large enough to avoid initial errors of omission of children identified as potentially gifted. The selection stage of the model was intended to select eligible candidates from the identified pool.

1.5 Behavioral indicators were formulated for the various identification and selection criteria. The behavioral indicators provided more specific detail to be considered in identifying potentially eligible students.

1.6 The importance and desirability of using multiple assessment procedures involving several sources of input for the identification stage was recognized. In general, children were to be placed into the identification pool on the basis of parent nominations, faculty nominations, achievement test data, or any combination of the three. A non-traditional model of identification was developed to insure inclusion of a substantial population not identified through traditional means. The difficulty of using group intelligence tests at the early childhood level was recognized.

2. Identification Stage of the Model.

2.1 Emphasis for the project was placed on early identification. Efforts were concentrated at the kindergarten through grade 3 levels. Research has indicated that many gifted children enter school with high motivation and anticipation but often come to view school as boring and dull primarily because their needs and expectations have not been met. Early identification reduces the waste of underachievement so that commitment to learning and productivity is sustained in helping the gifted develop to their fullest potential.

2.2 Additional information was to be secured for those children placed in the identification pool. Teachers were given a listing of their students who were identified as potentially eligible for the gifted program and were requested to complete a checklist incorporating behavioral indicators for each child. Teacher checklist data provided additional information for the selection stage.

3. Selection Stage of the Model.

3.1 A representative Selection Committee, balanced by race and sex was formed. The Selection Committee's task was to review the multi-dimensional pupil data provided and to select, from the pool of children identified as potentially gifted, those who met the established criteria of giftedness. The Committee consisted of a Walker teacher, the Walker principal, a United Teachers of Flint representative, a school psychologist, a representative from Instructional Services, a Research and Testing staff person, and three

community representatives. These committee representatives reflected almost equal minority/non-minority balance. The final task of the Committee was to rank order the potential candidates on the basis of information obtained during the identification phase.

3.2 Provision was made for individual re-evaluation when necessary. Generally, the Selection Committee was to make one of three decisions for each child in the pool: 1) refer to gifted program, 2) not refer to gifted program, 3) request additional information. For some candidates, a firm "yes" or "no" decision might not have been possible. For such borderline cases, the Selection Committee was free to request additional data on the child. Such additional information could include individual intelligence test scores, thus incorporating the more traditional means of identification and selection. The decision to use IQ scores was meant as a means of including rather than excluding students.

4. Implementation of Model in Pilot Study.

4.1 A pilot study was conducted implementing the newly developed identification and selection model. The purpose of the study was to provide some preliminary indication of model efficacy based on its implementation involving five pilot schools.

4.2 Data resulting from the pilot study were analyzed and summaries presented. Results of the study, although inconclusive, were encouraging. Implementation of the model resulted in the selection of approximately three percent of the pilot

schools' population selected as gifted. Moreover, the ethnic composition of the selected pupils closely reflected the ethnic composition of the pilot schools.

Recommendations

1. Technical Recommendations.

1.1 Determine the validity and reliability of the various measures obtained with the instruments used in implementing the new identification and selection model. Two questionnaires were developed for use during the pilot phase of the project: the Parent Questionnaire and the Teacher Checklist. The reliabilities of both of these instruments can be ascertained by applying standard statistical procedures to the pilot data. To determine the validity of these instruments, two strategies are recommended: 1) obtain data on those students selected as gifted by traditional procedures, but not currently enrolled in the gifted program, and compare this data with the pilot study data, and 2) initiate a followup study of students enrolled on the basis of the new selection procedure.

1.2 Observe and monitor newly selected gifted children to ascertain that they display those behaviors which have been established as indicators of giftedness. Such monitoring could easily be accomplished several times during the school term by use of the teacher checklist developed for the identification stage. If the identification and selection process was

successful, the newly selected gifted children should display behaviors associated with giftedness, thereby validating the identification and selection model.

1.3 Compare the distributions of students previously selected for participation in the gifted program prior to implementation of the new model with students selected by use of the new model. Underlying the decision to develop a new identification and selection model was the need to identify and select children who are gifted not only intellectually, but in other relevant areas as well. If in fact this was achieved, then one would reasonably expect to have selected children who may be somewhat different than those selected under the previous procedures.

The issue which may need to be addressed is that of merging students exhibiting different characteristics of giftedness. Before examining the effects of the new model on the curriculum of the gifted program, it will be helpful to determine whether the two identification and selection processes yield students who differ in significant ways, and, if so, to determine in what way they are different. One way that this comparison could be accomplished is to apply the new identification procedures (parent nominations, teacher nominations, achievement data search, and teacher checklists) to a sample of gifted children identified under previous procedures who are presently on a waiting list to enter the gifted program, and comparing the resulting data with data collected for the recently selected children.

2. Personnel Process Recommendations.

2.1 Form a standing curriculum subcommittee at the Walker school to monitor the progress of newly selected gifted students relative to the existing program and to monitor the congruence between selection criteria and program components. This recommendation stems directly from points made in the preceding paragraph concerning the classroom merging of two potentially different groups of students. If the newly selected students differ from those selected earlier, the difference may have implications for the gifted program curriculum or instructional technique. It may be that the curriculum would require some modification. One of the subcommittee's functions would be to make recommendations pertaining to the curriculum, which would reflect the need for such modifications on the basis of new students' progress. A second function of the subcommittee would be to make recommendations concerning possible changes that would need to be made in the program as a result of the establishment of a new set of criteria of giftedness. The new identification and selection model emphasizes such traits as creativity, motivation, social skills etc. above and beyond high academic aptitude and achievement. This represents a shift in emphasis which needs to be reflected in the program as well.

2.2 Design in-service activities to assist teachers in developing instructional techniques and procedures applicable to students they may be called upon to teach within the context of the gifted program. If on the basis of the proposed subcommittee's recommendations, curricular or instructional modifications are indicated, these modifications may require some training for effective implementation.

3. Model Process Recommendations.

3.1 Implement the identification and selection model on a district wide basis. Although the pilot study resulted in some encouraging findings, due to several factors, these findings cannot be taken as conclusive evidence of the efficacy of the new model. For example, the pilot schools were comprised, for the most part, of minority students. Consequently, it cannot be said that the new model will succeed in selecting a group which is balanced with respect to minority/majority status when the model is applied district wide.

3.2 Strive for a 100 percent return rate on response to the mailing of the Parent Questionnaire. One of the innovative aspects of the new model is that it attempts to gather input concerning gifted children from all relevant sources, including parents. It is important, therefore, that an intensive followup to a district mailing be conducted so that the new model may be fully implemented. This would help minimize the possible errors of omission which could result from a low parent return rate.

3.3 Reexamine the Selection Committee's role in implementing the identification and selection model. During the selection phase of the model, a Selection Committee, representing the city of Flint, convened in order to select from the identification pool, those students who would be eligible for the Walker School Gifted Program. The selection task was to be accomplished in two stages, requiring one session for each stage. It is likely that the task of the Selection Committee will be greatly expanded when the model is implemented district wide. Alternate procedures for such selection should therefore be considered. One possibility might be an empirically derived composite cut-off score to be applied in lieu of Phase 1 of the Selection process.

3.4 Make provision for continual parent involvement as the program progresses. The value of parental involvement during the identification stage was recognized and resulted in the use of parent nominationas as one of the identification procedures. This involvement should continue past the identification and selection stages in order to establish the important link between home and school.

APPENDIX A

PROJECT FOR PUPIL SELECTION FOR FLINT COMMUNITY SCHOOLS GIFTED PROGRAM: PROPOSED TIMELINE

Appendix A

PROJECT FOR PUPIL SELECTION FOR FLINT COMMUNITY SCHOOLS GIFTED PROGRAM

Proposed Timeline

Activity	Staff	Dates
I. Planning general objectives for project.	Flint staff Storlie (Project Director) Hsia (ETS)	November 4
II. Attend 3-day pilot workshop in Princeton on giftedness.	Flint staff (2) Hsia (ETS)	January 9-11
III. Preliminary planning for 2-2½ day workshop and developmental and subject area seminars on selection and identification of gifted students (to be held in Flint, MI). A. Topics: 1. Definition of giftedness. 2. Identification processes. 3. Selection processes. 4. Planning for developmental and subject area seminars (tentative topics and number of sessions). B. Questions to be resolved: 1. Who should attend? 2. Should a few parents of young children be included? 3. Dates, times, location. 4. Plan for nominative group process. 5. Objectives: a. Population. b. Models. c. Instruments. d. Alternatives. e. Rank-ordered list of identification criteria and weighting of selection criteria.	Flint staff Storlie (Proj. Dir.)	January 23 - February 3 (1 day session)
IV. Convene 2-2½ day workshop using nominative group process for determining identification criteria and weighting of selection criteria.	Flint staff Storlie Consultants Powills Flint facilitators	February 20
V. Developmental and subject-area seminars (on basis of III and IV) and task-oriented session for each with emphasis on teacher training in identification and selection. Possible topics (others will be derived from criteria identified during workshop-IV):		March - April
A. Early childhood (Mother-Child Interaction, Testing, etc.)	Flint staff Storlie (Proj. Dir.) Powills (Proj. Asst.) Sigal (ETS Consultant)	
B. Language	Flint staff Storlie (Proj. Dir.) Powills (Proj. Asst.) Massad (ETS Consultant)	
C. Mathematics	Flint staff McAloon (ETS Consultant)	
D. Elementary school testing	Flint staff ETS Consultant	
E. Creativity	Flint staff ETS Consultant	
F. Others as appropriate	Flint staff ETS Consultant	
VI. Draft identification and selection process (based on IV and V above).	Flint staff	End April
VII. Try-out of identification and selection system.	Flint teachers	Beginning May
VIII. Exploration of application of Utility Theory to identification and selection.	Storlie	Middle May
IX. Wrap-up meeting.	Flint staff Storlie	Early June
X. Documentation and evaluation of the identification and selection system.	Flint staff Storlie	Middle-End June

APPENDIX B

WORKSHOP AGENDA

Appendix B

Flint Workshop Agenda

Identification, Assessment and Selection of Gifted Learners

Pre-Kindergarten and Early Elementary

Mott Children's Health Center

April 5 & 6, 1978

Wednesday, April 5		
9:00 - 9:15	Get Acquainted Activity	Hsia
9:15 - 9:30	Project Overview	Storlie
9:30 - 10:15	Workshop Overview and Clarifying Expectations	Cassidy
10:15 - 10:30	Break	
10:30 - 12:00	Sharing Feelings and Attitudes About Gifted Learners	Cassidy
12:00 - 1:00	Lunch	
1:00 - 1:15	Introduction to Simulation	Powills
1:15 - 2:15	Planning Simulation	Cassidy/Hsia Powills/Storlie
2:15 - 2:30	Break	
2:30 - 4:00	Definition and Characteristics of the Gifted Learner and Implications for Programming (Emphasis on primary and elementary age groups)	Cassidy
Thursday, April 6		
9:00 - 10:15	Identifying Gifted Learners	Cassidy
10:15 - 10:30	Break	
10:30 - 11:30	Simulation: Identification Teams Meet	Cassidy/Hsia Powills/Storlie
11:30 - 12:00	Results of Simulation: Group Discussion	Storlie
12:00 - 1:00	Lunch	
1:00 - 2:00	Flint Community Schools Areas of Concern for Identifying Gifted Learners: Priority Dimensions, Priority Target Groups, NGT	Storlie
2:00 - 2:15	Break	
2:15 - 3:00	Participants Examine Instruments and Develop Mix	Cassidy/Hsia Powills/Storlie
3:00 - 3:30	Share Instrument Mix	Storlie
3:30 - 4:00	Debriefing, Planning for Next Meetings	Storlie

APPENDIX C

SCHEDULE OF ACTIVITIES

Appendix G

Schedule of Activities

Flint, Michigan

April 5 - 6	Workshop: Identification, Assessment, and Selection of Gifted Learners Jack Cassidy, Theodore Storlie, Jayjia Hsia, Judy Powills (ETS)
April 11	Seminar: Creativity Mary Frasier (University of Georgia)
April 19	Seminar: Early Childhood Irving Sigel (ETS)
April 27	Seminar: Instrumentation Vicky Shipman (ETS)
May 4	Nominative Group Technique Session Theodore R. Storlie, Judy Powills, David Bellis, Patrimpas Prapuolenis (ETS)
May 5	Implementation Committee Meeting Theodore Storlie, Judy Powills (ETS)
May 10	Seminar: Language Arts Carolyn Massad (ETS)
May 18	Seminar: Mathematics Ann McAloon (ETS)
May 22	Wrap-up Session Theodore Storlie, Patrimpas Prapuolenis (ETS)
May 23	Implementation Committee Meeting Mary Frasier (University of Georgia)

APPENDIX D

IDENTIFICATION AND SELECTION OF GIFTED STUDENTS:

THE IMPLEMENTATION COMMITTEES ACTION PLANS

IDENTIFICATION AND SELECTION OF GIFTED STUDENTS
Spring 1978
Pilot Project

PURPOSE: To identify gifted students early in their school experience, in order to place them in Programs most appropriate to their individual needs.

GOALS:

1. Pilot Project: The establishment of a one month pilot project which emphasizes identification on the basis of established criteria of segments of the K-3 population not currently being served. (Assessment patterns indicating that the identification process currently being used may limit identification of students from lower socio economic backgrounds.)

2. Follow-Up Project: The development of a two week follow-up project model which enables selection of K-3 students for enrollment in the Walker Program from the pilot project identification pool; such a selection model to include decision-making by a representative selection committee.

3. Utilization Project: The use of the criteria and processes proving most effective in the pilot and follow-up projects to identify gifted K-3 students citywide during 1978-79.

A. ACTION PLAN FOR ONE MONTH PILOT PROJECT

Identification Committee: Palmer Schuman, Malcolm Alexander, Florence Wilkerson, Doris Orr, Pearl Dumoff, Ann Thomas. Resource Person: Marianne Kugler

OBJECTIVE	RESPONSIBILITY	TIMING
1. To revise short form questionnaire to be sent home to all K-3 students in target schools.	-Identification Committee	by May 9
2. To complete criteria description for teacher use.	-Identification Committee	by May 9
3. To prepare teacher pooling instructions for target school staff nominations.	-ETS Staff, -Notice sent by El.Ed.	by May 10
4. To contact all target schools re: project.	-Walker Staff & Office of Planning & Eval.	by May 12
5. To meet with school staff to discuss project and complete teacher nomination process.	-Team of: parent, teacher, student from Walker	May 15-May 19
6. To gather and tabulate all parent referrals.	-Office of Planning & Evaluation (R & D)	May 18
7. To review all staff nominations and tabulated parent referrals.	-Identification Committee	May 22
8. To provide summary of identification process for total committee review.	-Identification Committee	May 22-23

B. ACTION PLAN FOR DEVELOPMENT OF STUDENT SELECTION MODEL

Goal: Development of a two week follow-up project model enabling selection of K-3 students for enrollment in the Walker Program from the pilot project identification pool.

Selection Planning Committee: Doris Orr, Hugo Pinti, Mary Hall, Dolores Hohloch,
Resource Person: Marianne Kugler

OBJECTIVE	RESPONSIBILITY	TIMING
1. To decide the make up (roles) of the representative selection committee.	-Selection Planning Cmte.	May 16
2. To design processes to be used by the selection committee.	" "	May 16
3. To revise Renzuli checklist to be used by teachers for students identified in nominative process.	" "	May 18
4. To prepare format for student review sheets to be used by the selection committee.	-ETS	May 18
5. To suggest assessment follow-up procedures once student has been selected.	-D. Orr, M. Kugler	May 18
6. To present selection model for total committee review.	-Selection Planning Cmte.	May 22-23

5-9-78
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APPENDIX E

INSTRUMENTS

E-1 Letter to Parents
E-2 Parent Questionnaire (English Version)
E-3 Parent Questionnaire (Spanish Version)
E-4 Characteristics of Able Pupils

923 east kearsley street • flint, michigan 48502

administration building

Dear Parents:

During the past two months a task force of parents, teachers, psychologists, and administrators in the Flint Schools has been working with the Educational Testing Service of Princeton, New Jersey, to find ways to help identify the needs of early elementary students. This task force has developed a process which relies on parents and teachers to help identify student needs. The process is now being used in your school and four other community schools on a pilot basis.

We are asking that you complete the enclosed questionnaire for each child you now have in kindergarten, first, second or third grade. Please return the questionnaire to your child's teacher for forwarding to the Office of Planning and Evaluation, Flint Community Schools by May 24.

Sincerely,

Anne N. Gregory, Director
Division of Elementary Education

Kenneth W. Thomas, Consultant
Office of Planning and Evaluation

Theodore Storlie, Director
Educational Testing Services

dn
5-15-78

PARENT QUESTIONNAIRE *

CHILD'S NAME:_____ AGE:_____

SCHOOL:_____

(Please check your answer for each question.)

1. Does your child use a lot of grown up words? Does he/she talk like a person older than he really is?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

2. Does your child tell you facts that surprise you?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

3. Does your child know how to read?

   a._____Nothing at all
   b._____His/her own name
   c._____Signs, labels or a few words
   d._____Books, stories

4. Does your child become so interested in doing some things that he/she doesn't want to stop?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

5. Does your child want to be doing the same as others?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

6. Does your child suggest better ways to do things?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

7. Does your child want his/her own way?

   a._____Not very often
   b._____Sometimes
   c._____Often
   d._____Almost always

* Adapted from: Shortened Behavioral Characteristics Questionnaire, by permission of Charlotte Malone, copyright owner.

8. Does your child explain things?

a._____Very clearly
b._____Clearly
c._____Somewhat clearly
d._____Not very clearly

9. Is your child good at sports, dancing, clapping or other such things?

a._____Not at all
b._____Not as good as others his/her age
c._____Equal to others his/her age
d._____Better than others his/her age

10. How does your child tell about something that is very unusual?

a._____Doesn't
b._____Tells what he/she can about it
c._____Uses hands, drawings, sounds, as well as words
d._____Compares it with other things

11. Can your child be happy when playing alone?

a._____Not very often
b._____Sometimes
c._____Often
d._____Almost always

Please comment on any special talents or interests your child has:

5-15-78
dn

CUESTIONARIO PARA PADRES

Nombre del niño/a: _____ Edad: _____

Escuela: _____

Por favor forme un círculo alrededor de su contestación en cada pregunta

1. ¿Usa su niño/a muchas palabras de adultos? Habla su niño/a como una persona de mayor edad?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

2. ¿Le cuenta su niño/a sucesos que lo/a sorprenden?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

3. ¿Sabe un niño/a como leer?

   a. No lee nada
   b. Su propio nombre
   c. Señales, letreros de pocas palabr
   d. Libros, historias o cuentos

4. ¿Llega su niño/a a interesarse de tal manera al hacer ciertas cosas que no desea parar?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

5. ¿Desea su niño/a estar haciendo lo mismo que los demás?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

6. ¿Sugiere su niño/a mejores métodos para hacer las cosas?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

7. ¿Quiere su niño/a salirse con la suya?

   a. No muy seguido
   b. Algunas veces
   c. Frecuentemente
   d. Casi siempre

8. ¿Explica su niño/a las cosas o situaciones?

   a. Muy claramente
   b. Claramente
   c. Algo claro
   d. Confusamente

9. ¿Acierta su niño/a en los deportes, baile o danza, al aplaudir o al hacer cosas semejantes?

   a. No
   b. No tan bien como otros niños de su misma edad
   c. Igual que otros niños de su misma edad
   d. Mejor que otros niños de su misma edad

10. ¿De que manera su niño cuenta o explica algo que es muy poco usual?

a. No cuenta o explica
b. Dice lo que puede
c. Usa sus manos, dibujos, sonidos asi como tabien palabras.
d. Hace comparaciones

11. ¿Puede su niño/a ser feliz cuando juega solo/a?

a. No muy seguido
b. Algunas veces
c. Muy seguido
d. Casi siempre

Por favor haga comentarios acerca de los talentos especiales o intereses que su hijo posee.

CHARACTERISTICS OF ABLE PUPILS*

NAME _____ DATE _____

SCHOOL _____ GRADE _____ AGE _____

Able pupils evidence superior ability in one or more of the five areas listed below. No pupil is expected to demonstrate ability in all areas, but an analysis of strengths may indicate potential. It is important to note that these characteristics can be evidenced in both positive and negative ways and either manifestation is an indicator. Examples of negative indicators have been enclosed in parenthesis.

The classroom teacher who works daily with pupils is best qualified to make these observations. Place an X on the line beside each statement which BEST describes this pupil. If the behavior has not been observed, leave the line blank.

A. LEARNING

- Demonstrates verbal proficiency in small group problem solving tasks. _____
- Has unusually advanced vocabulary for age or grade level. _____
- Has verbal behavior characterized by "richness" of expression, imagery, elaboration, and fluency in any language. (Sometimes rambles on and on.) _____
- Possesses a large storehouse of information about a variety of topics beyond the usual interests of age peers. _____
- Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick." (Can be an annoyance in persisting to ask questions.) _____
- Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people or things. (Sometimes skeptical.) _____
- Looks for similarities and differences. _____
- Reads independently; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedia, atlases, travel folk tales, poetry, science, history and drama. _____
- Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers. _____
- Catches on quickly; retains and uses new ideas and information. _____
- Has a facility for learning English if bilingual. _____
- Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. _____

*Obtained through Allyn Arnold, Director, Los Angeles Unified School District, Mentally Gifted Minors, and Al Hatch.

B. MOTIVATION

- Evidences power of concentration. _____
- Prefers to work independently with minimal direction from teachers. (Resists directions.) _____
- Has tendency to organize people, things and situations. (Resists opinions of others; wants own way.) _____
- Is concerned with right and wrong, good and bad. (Makes decisions with little tolerance for shades of "grey.") _____
- Takes advantage of opportunities to learn and enjoys challenge. _____
- Is self-critical and strives for perfection. (Sometimes critical of others and not self.) _____
- Often is self-assertive. (Can be stubbornly set in ideas.) _____
- Requires little drill to grasp concepts; seeks other than routine tasks. (Needs to know reasons for activity.) _____
- Becomes absorbed and involved in certain topics or problems. _____
- Is persistent in task completion. (Sometimes unwilling to change tasks.) _____
- Likes structure and order but not static procedures. (Is frustrated by lack of progress.) _____
- Is motivated by sports, music, and concrete subjects. _____

C. LEADERSHIP/SOCIAL AWARENESS

- Accepts and carries responsibility; follows through with tasks and usually does them well. _____
- Is self confident with age peers; is usually well understood by them. (Can be self assertive and dominant.) _____
- Seems well liked by classmates and is looked upon as a leader. (Needs peer approval and acceptance.) _____
- Shows developing understanding in how to relate to teachers and classmates. (Sometimes has a rebellious attitude.) _____
- Tends to dominate others and generally organizes and directs activities when involved in a group. _____
- Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed. _____
- Is resourceful in solving day-to-day problems. _____

- Seems to enjoy being with other people; is sociable and prefers not to be alone. (Sometimes is a loner.) _____
- Takes initiative and shows independence of action. _____
- Is a social leader on playground and off campus. _____
- Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions. _____

D. CREATIVITY

- Displays intellectual playfulness; fantasizes; imagines; manipulates ideas by elaboration or modification. _____
- Is a high risk taker; is adventurous and speculative. (Has different criteria for success.) _____
- Displays a keen sense of humor reflective of own cultural background. _____
- Is individualistic; does not fear being different. (Departs from peer norm in action and behavior.) _____
- Predicts from present information. _____
- Displays a curiosity about many things; has many hobbies. _____
- Generates a large number of ideas or solutions to problems and questions. _____
- Responds emotionally to stories, events, and needs of others. _____
- Shows ability in oral expression. _____
- Demonstrates exceptional ability in written expression; creates stories, plays, etc. _____
- Is sensitive to color, design, arrangement and other qualities showing artistic appreciation and understanding. _____
- Is sensitive to melody, rhythm, form, tonal coloring, mood and other qualities showing music appreciation. _____
- Demonstrates exceptional ability in one of the fine arts (underline area of strength): dancing, painting/drawing, sculpturing/clay modeling, instrumental or vocal music, role playing/drama. _____
- Demonstrates unusual ability in one of the practical arts (underline area of strength): handicrafts, wood, metal, print, design, mechanics. _____
- Demonstrates exceptional skill and ability in physical coordination activities. _____
- Shows interest in unconventional careers. _____
- Improvises with commonplace materials _____

APPENDIX F

PILOT STUDY DATA MANAGEMENT

F-1 Instructions
F-2 Parent Questionnaire Data Sheet
F-3 Parent Questionnaire Tally Sheet
F-4 Faculty Nomination Tally Sheet for Three Rounds
F-5 Faculty Nomination Tally Sheet for Two Rounds
F-6 Sample Cover Letter to Teachers
F-7 Teacher Checklist Summary Sheet
F-8 Student Review Sheet
F-9 Materials and Arrangements which Will Be Required for the Gifted Student Selection Meeting
F-10 Instructions for Conducting Gifted Student Selection Meeting

Appendix F

PILOT STUDY DATA MANAGEMENT

Instructions

Three assessment procedures will be used to determine the identified pool of students from the entire population of K-3 students: 1) Parent nomination (Parent Questionnaire); 2) Faculty nomination; and 3) Achievement data. If a child "stands out" in one or more of these procedures, the child is put into the pool. It is necessary however, that the meaning of "stands out" be clarified for each assessment procedure. Recommendations regarding this follow.

1. Parent Nomination (Parent Questionnaire)

1.1 Stress high percentage of return.

All parents will be mailed the Parent Questionnaire and will be asked to return the completed questionnaire by a certain date. While 100 percent return is not likely, there should be relatively equal return rates from all racial/ethnic groups. If these return rates are not equal, an imbalance has occurred early in the identification stage (it is hypothesized that non-responding parents will be representative of disadvantaged groups more so than advantaged groups).

1.2 Institute parent questionnaire follow-up activities.

Alternatives for such followup include:

a) Second mailing.

b) Send second copy home with child.

c) Telephone followup.

Telephone followup in the form of a brief interview, may be feasible because completion time required is so short.

1.3 Suggested data processing procedures.

Step 1: Prepare rosters (Parent Questionnaire Data Sheet) with children's names in alphabetical order. There should be one roster per grade per school.

Step 2: Enter parent questionnaire scores in appropriate places on the Parent Questionnaire Data Sheet using the following scoring system:

ITEM NUMBER	Response Options a	b	c	d
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
* 5	4	3	2	1
6	1	2	3	4
* 7	4	3	2	1
* 8	4	3	2	1
9	1	2	3	4
10	1	2	3	4
11	1	2	3	4

*Note reverse order on these items.

Step 3: Add item points for each child, and enter totals in total column (T).

Step 4: Refer to Parent Questionnaire Tally Sheet and tally by raw score based on Parent Questionnaire Data Sheet.

Step 5: Add tallies for each raw score and enter total in N column.

Step 6: Compute percent of students receiving each raw score by taking the number of students receiving a score (e.g. 41) and dividing by the total number of questionnaires returned for that grade and multiplying by 100.

Step 7: Starting at the top line of the percent column (corresponding to raw score of 44), add up the percents until the total is just greater than or equal to 10 percent. Extend a line to the right edge below the last percent added to the total.

Step 8: Assign ranks (consecutive numbers) to each score above the cutoff line beginning with the highest score. For example, if the obtained scores were 43, 41, and 39, then students receiving the scores would be assigned ranks of 1,2, and 3, in that order.

Step 9: After raw score cutoff is determined, go back to the Parent Questionnaire Data Sheet and put an asterisk (*) next to each child's name which is at or above the cutoff (IN column) and fill in the rank at the same time.

Step 10: Compute the rating by subtracting the rank number from 100.

Step 11: Initiate a Student Review Sheet for each student with an asterisk if such a sheet has not yet been initiated. Transfer parent nomination rating to the review sheet.

2. Faculty Nomination*

2.1 Stress participation by all appropriate school staff.

Participation in the faculty nomination phase by all appropriate personnel will better assure each student an opportunity to be nominated and put into the identification pool. One member of the group should assume the role of leader or moderator and direct the group.

2.2 Determine number of nomination rounds (same for each nomination session held).

Suggested alternatives include using either two or three rounds. Three rounds may be considered too time consuming and third round data may not be sufficient to warrant a third round. Therefore, if confidence in third round data is not substantiated, consider two rounds only. In either case, the same procedure must be applied to all nomination sessions.

2.3 Schedule and hold sessions.

2.4 Moderator reads the following instructions, step by step, to the group members. (Before the start of the session, each staff member should spend a few minutes reviewing the criteria sheets without discussion before beginning. Each staff member should have a numbered list of criteria and behavioral indicators and access to at least twelve index cards. Ideally, the session should be conducted in a room with a table and chairs.)*

1. Consider the first criterion on the list in terms of its behavioral indicators and silently think of one child (K-3) with whom you have contact who best meets the criterion. On one index card, in the upper left-hand corner, write the number of the criterion. Write the child's name on the middle of the card and directly after it write the number 1 indicating that this was your first choice.

2. Consider the next criterion, and repeat the above process on a new card. Do this until you have nominated one child for each criterion (one child's name may appear for more than one criterion).

(Collect the cards)

3. Now, go back to the first criterion. Write the number of the criterion in the upper left-hand corner of the card and think of one more child who meets this criterion (different from the first choice), and write his/her name on the card followed by a number 2 indicating that this was your second choice.

4. Proceed through the remainder of the criteria as in step 2, but after the nominated child's name (a child different from the first choice), write the number 2 each time.

(Collect the cards)

5. Repeat the whole process again, starting with criterion #1, and once more nominate a child, your third choice (different from first and second choice), indicating this by writing the number 3 after the name.

6. Put all cards in the envelope provided. The envelope is to be returned to Carol Waters, Office of Planning and Evaluation, Division of Research and Development. Questions about the process should be directed to Marianne Kugler, 2-1263, Office of Planning and Evaluation.

*Note: If it has been decided to use only two rounds, skip step 5.

2.5 Suggested data processing procedures.

Step 1: Alphabetize cards, putting all cards for a single student together.

Step 2: Using the appropriate tally worksheet, enter student name and the number of first, second (and third, if three rounds) place votes received for each criterion.

Step 3: Compute the faculty nomination rating score for each criterion according to the appropriate formula given below:

For three rounds:

TOTAL = (NUMBER OF 1ST PLACE VOTES) X 300
+ (NUMBER OF 2ND PLACE VOTES) X 200
+ (NUMBER OF 3RD PLACE VOTES) X 100

$$\text{RATING} = \frac{\text{TOTAL (From above)}}{\text{\# OF TEACHERS NOMINATING CHILDREN}}$$

For two rounds:

TOTAL = (NUMBER OF 1ST PLACE VOTES) X 200
+ (NUMBER OF 2ND PLACE VOTES) X 100

$$\text{RATING} = \frac{\text{TOTAL (From above)}}{\text{\# OF TEACHERS NOMINATING CHILDREN}}$$

Step 4: Initiate a Student Review Sheet for each student listed on the Faculty Nomination Tally/Worksheet (If has not already been initiated).
Transfer rating to review sheet.

*For the pilot, if only two rounds have been decided upon by one or more schools, it is necessary that only two rounds of data be used, even if three rounds were employed by a school. The key here is consistency across all schools; otherwise, weightings would not correspond.

3. Achievement Data

For pilot purposes, it has already been decided that any student scoring at least two years above grade level on last June's SRA tests is in the pool. Therefore, initiate a Student Review Sheet for such students if a sheet has not already been instituted (enter grade equivalents and test dates).

Further though regarding what can be considered "standing out" on achievement should be given following the pilot study.

4. Teacher Checklist (Characteristics of Able Pupils)

For those students who now have student review sheets as a result of parent nomination, faculty nomination, or achievement data (or any combination of the three), sort by:

a) School
b) Grade
c) Teacher

For each teacher who has had his/her students placed in the pool by some means, gather the appropriate number of teacher checklists and enter on each a child's name.

For example: Five students in Ms. Brown's class have a review sheet (they have been nominated and placed into the possible gifted pool on the basis of either parent nomination, faculty nomination, achievement data or any combination of the three.

The students are: Richard Carter
Molly Blue
Kevin Cartright
Christine Jones
Karla Smith

Gather five checklists. On the first enter Richard Carter's name, on the second enter Molly Blue's name, and so on.

Forward the appropriate number of checklists to each teacher involved with a cover letter (a sample follows).

Analysis of Data: Complete information on the Teacher Checklist Data Sheet for each child for whom a teacher checklist has been completed. For each criterion, count the number of Xs, divide that number by the total number of indicators for that criterion, and multiply by 100 to obtain the rating.

Transfer each student's rating to the Student Review Sheet.

5. Student Review Sheet

A unique code should be established for each student for whom a Review Sheet is initiated. For example, the code may be the following: 780319001

Year:	'78
Building:	03
Teacher:	19
Student:	001

Student Review Sheets submitted to the Selection Committee will have had all demographic and identifying information removed them. The coding procedure will allow for matching up upon completion of selection committee review.

A sample Student Review Sheet follows.

6. Selection Committee. (attached)

PARENT QUESTIONNAIRE DATA SHEET

School_____

Grade Level_____

Total Enrollment_____

IN	Child's Name (Alpha Order)	1	2	3	4	5	6	7	8	9	10	11	T	RANK	RATING 100 - RA

hool_____ Appendix F-3

ade_____

PARENT QUESTIONNAIRE TALLY SHEET

RAW SCORE	TALLIES	N	PERCENT	RANK
44				
43				
42				
41				
40				
39				
38				
37				
36				
35				
34				
33				
32				
31				
30				
29				
28				
27				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				

Total_____

Mean____Median____Mode____

School_____

Teachers Nominating Children_____

FACULTY NOMINATION

Tally/Worksheet

Student Name (Last, First, M.I.)	Criteria: Creativity 1st	2nd	3rd	Rating	Learning Ability 1st	2nd	3rd	Rating	Motivation 1st	2nd	3rd	Rating	Leadership/Social-Self Awareness 1st	2nd	3rd	Rating

Total = (Number of 1st Place Votes) X 300 + (Number of 2nd Place Votes) X 200 + (Number of 3rd Place Votes) X 100

Rating = $\frac{\text{Total}}{\text{\# of Teachers Nominating Children}}$

School_____

Teachers Nominating Children_____

FACULTY NOMINATION

Tally/Worksheet

Student Name (Last, First, M.I.)	Creativity			Learning Ability			Motivation			Leadership/Social-Self Awareness		
	1st	2nd	Rating	1st	2nd	Rating	1st	2nd	Rating	1st	2nd	Rating

Criteria

Total = (Number of 1st Place Votes) X 200 + (Number of 2nd Place Votes) X 100

Rating = $\frac{\text{Total}}{\text{\# of Teachers Nominating Children}}$

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SAMPLE COVER LETTER TO TEACHERS

(For completion of Characteristics of Able Pupils)

Dear Teacher:

During the past two months, a task force of parents, teachers, psychologists, and administrators in the Flint Schools has been working with the Educational Testing Service of Evanston, Illinois, to find ways to help identify the needs of early elementary students. This task force has developed a process which relies on parents and teachers to help identify student needs. The process is now being used in your school and four other community schools on a pilot basis.

Recently, a session was held by the faculty of your school to nominate children meeting specified criteria. As a result, some (one) of your students were (was) nominated.

We are asking that you complete the enclosed questionnaire(s) for each child in your classroom(s) that has been nominated. Please return the questionnaire to the Office of Planning and Evaluation, Flint Community Schools by June ___.

Sincerely yours,

TEACHER CHECKLIST SUMMARY SHEET

Student Name	LEARNING # Xs/Total X 100 =RATING	MOTIVATION # Xs/Total X 100 =RATING	LEADERSHIP/SOCIAL-SELF AWARENESS # Xs/Total X 100 =RATING	CREATIVITY # Xs/Total X 100 =RATING
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
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	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =
	/12 X 100 =	/12 X 100 =	/11 X 100 =	/17 X 100 =

STUDENT REVIEW SHEET
Flint Gifted Program

Grade_____
Student Code_____

Child's Name_____
Address_____
Street
_____
City ZIP
Birthdate_____
Month Day Year
School_____

Father's Name_____
Address_____
Mother's Name_____
Address_____

GIFTED IDENTIFICATION
Flint Gifted Program

STAGE I ___YES ___NO
STAGE II PILE #_____

I. Parent Nomination (Parent Questionnaire):

Check one:

☐ In building top 10 percent/ RANK _____

☐ Not in building top 10 percent

☐ Information not obtained

II. Faculty Nomination (If not nominated, check here___)

Criteria	Rating
Creativity	_____
Learning Ability	_____
Motivation	_____
Leadership/Social-Self Awareness	_____

III. Achievement Data (If not available, check here___)

SRA Scores: _____ _____ _____
Reading G.E. Lang. Arts G.E. Math G.E.
Test Date:_____

Other test data (specify):

_____ _____ _____ _____ _____
Test Name Scores

_____ _____ _____ _____ _____
Test Date Subscores

IV. Teacher Checklist (Characteristics of Able Pupils)

Criteria	Rating (0-100)
Creativity	_____
Learning Ability	_____
Motivation	_____
Leadership/Social-Self Awareness	_____

SELECTION COMMITTEE RECOMMENDATION:

☐ Child not referred to gifted program.

☐ Child referred to gifted program.

☐ Additional information required (specify):

_____
_____
_____
_____

Grade_____
Student Code_____

Date:_____

MATERIALS AND ARRANGEMENTS WHICH WILL BE REQUIRED FOR THE GIFTED STUDENT SELECTION MEETING

1. Arrange for a meeting room which can comfortably accomodate all of the Selection Committee members, giving each member ample table space.

2. Prepare for each member packets which contain numerically coded student review sheets. Each member should have one packet of review sheets per grade level. The selection process described on the following pages is to be conducted by grade. Each member should have a copy of all of the review sheets since each member will be required to work with his/her own set.

3. Each student review sheet must have all demographic information detached from it. The individual review sheets should be coded in such a manner as to allow later identification.

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INSTRUCTIONS FOR CONDUCTING GIFTED STUDENT SELECTION MEETING

The purpose of this meeting is to narrow down the pool of students identified as possibly gifted, to a smaller, more select, group. This will be accomplished in two stages. Stage I will eliminate those candidates who are consistently rated low or who have received very few nominations, by a simple YES or NO vote. Stage II will involve a ranking of the remaining candidates.

Stage I

1. Each selection committee member peruses each student review sheet indicating by writing yes or no in the appropriate space on the review sheet, whether this candidate should be considered for Stage II. The decision to include or exclude a student will depend on a quick perusal of the review sheet. In some cases it may be quite obvious that a candidate's ratings are very low or that most of the information is not available. This perusal is done silently and the vote written privately.
2. The committee chairman requests the members to indicate which candidates (by code number) they have voted out of Stage II. No discussion occurs until all members have reported.
3. In order to facilitate group agreement on any individual vote, members now have the opportunity to clarify or explain their votes. If there is prolonged disagreement about any one vote, that student should be allowed to be considered for Stage II.

It is possible that the Stage I process may have resulted in the retention of the total original pool. That is all right. The purpose of Stage I is to drop those candidates who are obviously not eligible on the basis of the information available. Those candidates who were dropped during Stage I should now be removed from the individual committee members' packets so that each member's packet contains only those candidates who will be considered in Stage II.

Stage II

1. Each member should now consider each candidate silently, studying each student review sheet.
2. Each member will now sort the student review sheets into five piles, from left to right. The extreme right pile, pile # 5, should contain those students' review sheets which the member judges to be most eligible for the gifted program. The left most pile, pile # 1, should contain those students' review sheets which are judged to be least eligible for the gifted program.

   The remainder of the student review sheets are sorted in like fashion. Pile # 4 should contain the review sheets of the most eligible remaining students. Likewise, pile # 2 should contain the review sheets of the least eligible remaining students.

   Lastly, pile # 3 should contain the remainder of the review sheets.
3. Sufficient time must be allowed each member of the selection committee to complete the sorting process. This is done quietly so as not to interupt the other members.

4. Once all of the members have completed the sorting process, they must indicate in the appropriate space on the student review sheet, the pile number. Thus, all student review sheets which have been sorted into pile # 5, the most eligible pile, will have the number 5 written on them in the space provided, and so on. This number is the weight assigned to the student.
5. The committee chairman must now pool all of these weights. This may be accomplished by listing the student code numbers on a blank paper and indicating next to the code, the weights assigned that student by each member. The sum of these weights is the score that the candidate receives; these scores, in turn, are the basis for ranking the candidates with respect to their eligibility for the gifted program.
6. Once the students have been ranked as described above, their review sheets can be matched with their names and demographic information.

The final score that each candidate receives will reflect, as a result of the above process, the unique contribution of each committee member. The decision made by each member during the sorting process is based on all of the information and ratings summarized on each student review sheet. A final examination of the weight summaries compiled by the committee chairman in step #5 above, might indicate a need for some further discussion. It might occur, for example, that the same student is placed in pile #5 by some members, and in pile #1 by others. This occurrence might require some clarification by the various committee members, as seen fit by the committee.

The total process, as described above in Stages I and II, is conducted by grade. That is, separate rankings are derived for each grade level.

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